**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 5 Week 3 Story Title: Good-Bye, 382 Shin Dang Dong**

**Monday**- Use TE DI -22- 1) Preteach Phonics- Vowel Sound in Ball. Write *ball, saw, & pause.* Say: *The vowel sound in ball can be spelled in different ways.* Model blending ball. Then have students blend ball together. Ask: *What letter stands for /o/ in ball? (a)* Repeat process with saw (aw) & pause (au), explaining that the sound /o/ can be spelled a, aw, or au. 2) Preview Decodable Reader 23: *All That Moms Do-* Read/discuss words: Review the words on Decodable Reader pg 57; blend the following story words: treehouse, flutter, grumbled, moment, gobbled, & starving. Discuss the meaning of the words, too. 3) Preview Decodable Reader 23 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 23 orally to the students for fluency.

**Tuesday**- Use TE DI-24- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: airport, curious, delicious, described, farewell, homesick, memories, & raindrops. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *endless* & model how to use meaningful word parts to read it. Say:  *I see that this word has a base word & a suffix. First I cover the suffix “less” & read the base word: end. Then I uncover the suffix & blend the base word & the suffix to read the whole word: end less, endless. The suffix “less” means “without,” so endless means “without end”.* Continue with words: monsoon, possessions, halfway, watermelon, disappointed, radiators, enthusiastic, & celebrated. 3) Choral/Echo read typed version of Decodable Reader 23 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-26, pgs 201&183- 1) Target Skill-Sequence- Discuss the meaning, examples, & clue words from pg TE DI-26 & pg 194 & 201. 2) Target Strategy-Monitor & Fix Up- review pg 194. Also reread pg 207 to review Text Structure. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 23- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 23- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.